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EMOTIONAL INTELLIGENCE AND LABOR MOTIVATION

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1. INTRODUCTION

Today we find ourselves in a world of relationships, where we can observe the need for constant communication with those around us and especially with those who want to relate. In this context, we can say that in the everyday life we need to manage emotions, as they directly influence the way we act or behave in certain situations, as well as affecting decision making.

In order to cover the need to relate and make good decisions, it is very important to manage emotions well, as we have already mentioned, but first, we have to understand them, as well as foresee how they may affect us. At this point comes the concept of Emotional Intelligence, which is defined as one's ability to recognize and understand one's feelings and those of others. (Daniel Goleman).

As Goleman describes, five are the basic capabilities that involve Emotional Intelligence, the discovery of one's feelings and emotions, recognizing them and interpreting them to create one's motivation and thus manage personal relationships.

Therefore, in a working environment, the good management of Emotional Intelligence by managers/leaders is essential for the transmission of knowledge between employees. Because by understanding the workers, by means of factors such as the job itself or how the person is, psychologically/sentimentally speaking, this transmission of knowledge can be improved.

It is understood that managers must manage motivated work teams not only extrinsically, but intrinsically / autonomously by the employees themselves. At this point, good emotional management is decisive.

By understanding and knowing workers (EI), managers are able to see the shortfalls to be covered by which employee, i.e., they have the ability to motivate them by covering those shortfalls, either through extrinsic or intrinsic motivating elements, such as an increase in salary (extrinsic) or granting the ability to make decisions, self-management (intrinsic).

Through this theoretical review, we will develop Emotional Intelligence under a working environment and how through the management of this improve and increase the motivation of employees for their work.

Some of the most relevant theories of both EI and motivation will be analysed, to finally detail the points where the two concepts are directly related.

For the next theoretical review, we have started with a qualitative data analysis using the QDA Miner tool. This allows us to analyse texts or articles by the authors chosen to carry out the work and then classify and identify all the information gathered thanks to their coding.

Through the use of this program, first, we have differentiated two large families, Emotional Intelligence on the one hand and Motivation on the other. As literature is analyzed, codes are created according to the characteristics and aspects detailed in the publications.

In both families, generic codes are detailed, such as definitions of concepts, factors to be taken into account, benefits, relationship points between both families, antecedents, examples or studies and explanatory tables or figures.

Focusing on the family coding Motivation, we differentiate, types of motivation, intrinsic, extrinsic, transitive and transcendent. Coding them as autonomous or controlled. As well as the effects of achieving these types of motivation, differentiating between those that involve a positive relationship and those that do not.

The various revised theories are then codified and classified based on the codes of content and process theories, which are organized chronologically according to when they were published. Among them, we codify the Theory of the Hierarchy of Needs, Abraham Maslow (1954), the Bifactorial Theory of Herzberg (1959). Also Theory X and Y (McGregor, 1960) and Theory of Learned Needs (McClelland, 1961). As for the process ones, we codified the Theory of Expectations (Vroom, 1964) and the Theory of Equity (Adams, 1968).

According to the coding of the Emotional Intelligence family, once we have analyzed the literature based on generic codes, we differentiate the specific ones for this family.

Among these we find two aspects, the one coded as personal and the social/relational, where we include the codification of emotional competences according to the author Daniel Goleman, who bases his study on emotional competences in relation to performance in the work on the published works of previous authors such as Mayer and Salovey (1990).

We also find as a specific code within the Emotional Intelligence family its direct relationship with the leadership style, specifically codifying transformational leadership, as well as the relevance of the organizational climate, a code parallel to the leadership style.

2. EMOCIONAL INTELLIGENCE.

As far as the background of Emotional Intelligence is concerned, we go back to the works that study the concepts of intelligence and emotion. The two components of EI, a term coined in the 1990s.

Focusing on emotion, psychologists like Abraham Maslow, from a humanistic perspective advocates an approach in which people need to feel good, comfortable with themselves, feel their own emotions as well as feelings and develop emotionally (1954).

Twenty years have to pass until 1986 when W.L.Payne published "A study of emotion: Developing emotional intelligence; Self-integration; relation to fear; pain and desire". Proposing an integration between emotion and intelligence, based on the premise that schools had to emotionally train children. In the beginning, the context in which EI was applied as an educational field.

The value of Payne's work on EI is highlighted as it was influential for the article published in 1990 by Salovey and Mayer under the title "Emotional Intelligence".

One of the best known, author of a best-seller, Goleman (1995), basing his work on that of Salovey and Mayer (1990). Where it poses the debate between the cognitive plane and the emotional plane, traditionally considering the cognitive plane as the brain and reason and the emotional plane as feelings/emotions and the heart. Considering the cognitive superior to the emotional, he poses it the other way around, understanding that society was prepared to understand and accept (adapt) to that change.

It states that EI can be more powerful than IQ, but it also indicates that emotional competencies can be learned by taking a more balanced stance than more elitist ones. These affirmations involve education at EI, to form and develop emotionally in a personal and social way.

Based on the author Daniel Goleman, Emotional Intelligence defines it as: "The ability to recognize our feelings and those of others, to motivate ourselves, and to properly manage the relationships we maintain with others and with ourselves" (2001).

Based on this definition, five major dimensions of Emotional Intelligence are differentiated: self-knowledge, self-management (self-management - self-regulation), motivation as a consequence of self-regulation (intrinsic motivation), social understanding (empathy) and relationship management (social skills).

These dimensions are reflected in the main theories of E.I., although they are not called in the same way. For example, Gardner (1983) distinguishes intrapersonal and interpersonal intelligence. Other authors differentiate Emotional I. and Social I., which would include personal capacities for self-management (self-knowledge and self-management) and relationship capacities (social understanding and relationship management) respectively.

Mayer and Salovey (1997) carried out a cognitive model, E.I. focusing on the psychological skills needed to recognize and control emotions. Including in this model four levels of E.I., in the first level, there are aptitudes to identify one's own emotions and those of others, to be able to value them and express them. The second level presents the ability to use emotions as a tool in moments of discernment, understanding that achieving a change or emotional improvement favors the resolution of problems/conflicts in different ways.

From the third level comes into play the difficulty in terms of cognitive skills is concerned. At this level, there are the skills to differentiate emotions and feelings, as well as to understand them, for example, to understand that a loss of someone important entails sadness, or to distinguish hatred and love.

The fourth level, the most difficult in terms of Emotional Intelligence, contemplates the ability to control and use emotions for social purposes, such as improving relationships in teams or workgroups by influencing the transmission of emotions that can change behaviors, even encourage motivation.

It should be noted that the model described is of an evolutionary nature, the complexity of which increases as we change levels. In addition, there is a fairly clear relationship between Mayer and Salovey's levels and the dimensions proposed by Goleman at the beginning of the section.

Related to the following section, in a company, there may be situations that provoke different emotions in employees, whether positive such as joy or trust or negative such as sadness or frustration.

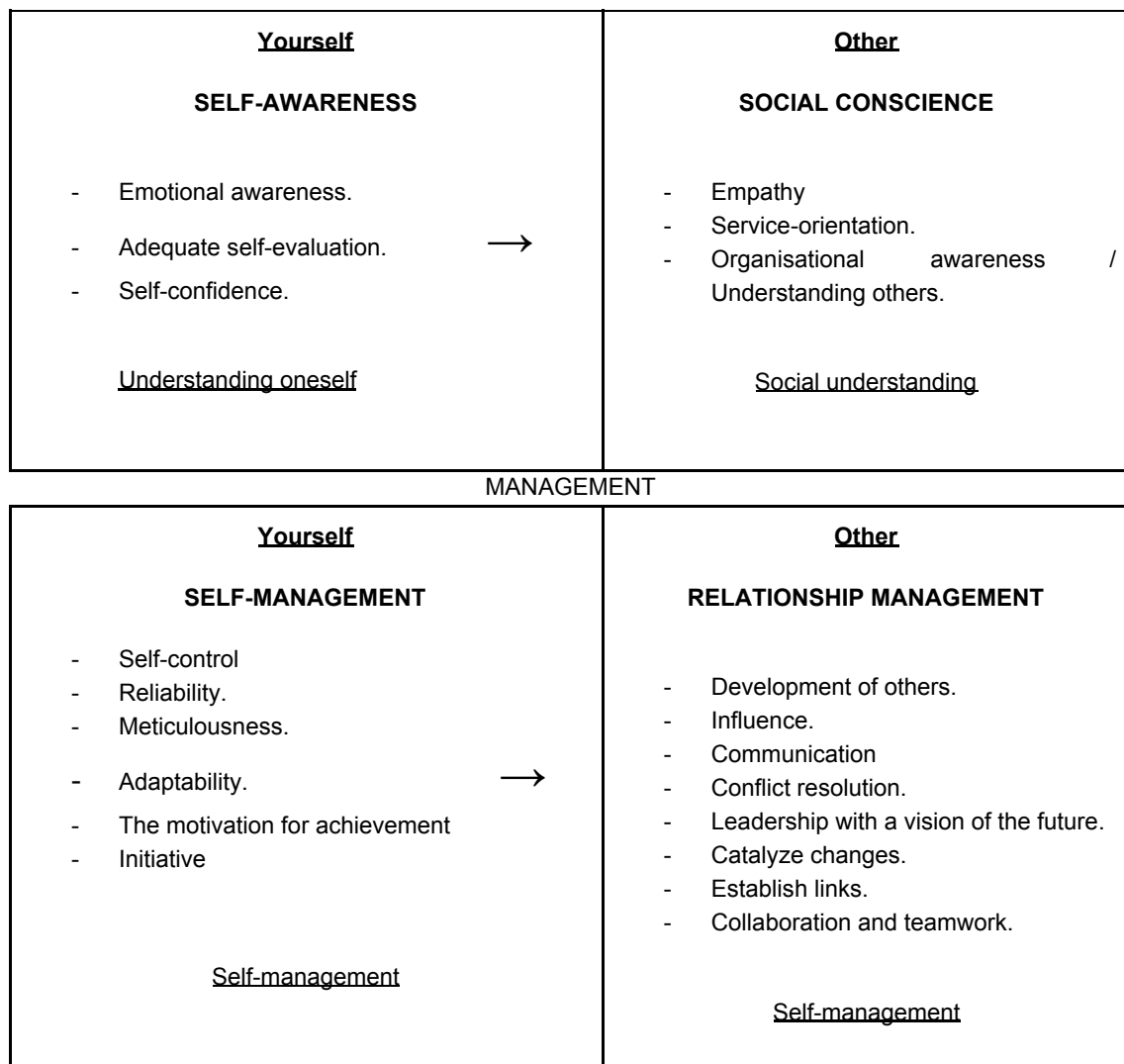
As we have defined EI, good EI management helps to understand and channel these emotions to the benefit of all parties, whether employees, directors/leaders or managers.

2.1. Emotional Intelligence. Competence Model.

Figure 1 represents EI's reference model through 20 competences grouped into the four groups already mentioned at the beginning of the section.

Goleman (2001) defines emotional competence as follows: "Learned ability based on emotional intelligence that results in an outstanding performance at work.

Figure 1: EMOTIONAL COMPETENCES MAP
UNDERSTANDING



SOURCE: *The Emotionally Intelligence Workplace*. Cary Cherniss y Daniel Goleman, 2001

SELF-AWARENESS

- Emotional awareness. It shows the importance of detecting and understanding one's feelings as well as how they affect our behavior.
Allowing to manage the emotional reactions that can provoke certain situations of tension/stress or before some type of conflict.
- Adequate self-evaluation. Be aware of your abilities and limitations, in order to be able to interpret and detect points of improvement, feeding back on mistakes. As well as knowing with which other colleagues share virtues that can complement each other when working in a team.
- Self-confidence. Ability to trust oneself, to have the conviction of being able to carry out a certain task.

SELF-MANAGEMENT.

- Emotional self-control. The ability to avoid negative emotions or feelings, as well as distress, that is, how to manage stressful situations, or resolve a conflict or hostile situation, such as an argument, without aggressiveness.
- Reliability. To make known your principles and values, your intentions and the emotions that may arise, that is, the ability to be honest, to recognize mistakes and act accordingly.
- Meticulousness. Disciplined, careful, sense of responsibility. Seek perfection in the responsibilities in your charge. This competition distinguishes the person from the rest, the one who is always attentive to details, making the difference and making things always work.
- Adaptability. In a world like the one we have described, a world of relationships, changing, this capacity is one of the most important. Having the ability to adapt allows managers/leaders to adapt to new conditions, that is, to feel comfortable emotionally speaking in situations of conflict or stress and to provide solutions by applying new ideas.

- The motivation for achievement. It is the emotional effort of optimism to achieve continuous improvement objectives. Acquiring risks, through objectives that suggest a challenge, betting on innovation. Having this competition allows persistence against any setback that may arise, devoting efforts with the optimism that it will meet a certain objective.
- Initiative. Act before any external factor tells us to do so. To have the ability to anticipate in order to be able to avoid a problem, in the opposite way, also to take advantage of a possible opportunity before the rest. And of course, the ability to make decisions, to have the critical thinking necessary for it.

SOCIAL CONSCIENCE

- Empathy. The ability to be aware of emotions or feelings that others may feel, as well as their needs or concerns. Recognize clues in the other person's actions to understand what they are feeling. In a job that involves direct contact with people, having this ability can make a difference, for example, in the case of a salesperson trying to sell a product. You have to be able to interpret the customer, to know how he is feeling during the sales process itself.
- Service-orientation. Have the ability to identify concerns that the customer has not been able to express and act on them by adjusting the offer or applying certain improvements to a product.
- Organizational awareness. Understand and determine emotions, values in groups. To understand and interpret certain situations from an objective point of view, with no influence from informal hierarchies that may have arisen, being effective.

RELATIONSHIP MANAGEMENT

- Develop others. This competition is one of those that make the difference in managers/leaders. Because it is the ability to understand the points where the person can improve and project their strengths.
- Influence. Be persuasive, that is, understand certain situations and how the other person can feel emotionally to adapt and create the best possible relationship. This competition requires putting global/collective objectives before one's own, otherwise, it would be manipulative.
- Communication. Ability to transmit and receive emotional information, knowing how to handle a complicated subject calmly as well as being receptive and listening. A healthy conversation is based on empathy and how we regulate emotions, to avoid tensions or if they occur redirect you to a better emotional climate.
- Conflict resolution. It is the ability to perceive that there is a conflict and act accordingly. The key is the ability to listen, to understand and to know how to manage people in order to lead the situation back to the debate, looking for a win-win situation for both parties.
- Leadership with a vision of the future. The ability to lead, to inspire others to achieve the challenging objectives set, to lead by example.
- Catalyze change. It is the ability to see the time to change, to break with the status quo in order to achieve challenging goals.
- Establish links. The ability to create and maintain relationships, based on trust and the will to improve, feedback between both parties during the work and any errors or inconveniences that may arise.
- Teamwork and collaboration. This competence is directly linked to the EI owned by the working group itself. The working groups that show competences in IE

are the most productive. Collaboration is decisive for teamwork, sharing knowledge with the group with mutual learning is vital for this competence.

It is necessary to emphasize, as this author indicates well, that the learning of these emotional competences does not guarantee a successful resolution of any type of conflict, but that it maintains latent a potential to be skillful when applying the competences.

This learning favours the ability of the company's personnel not to feel uncomfortable in situations of change or instability, that is, in the face of possible conflicts that may arise, especially if they are relational in nature. Because it favours a wider range of solutions to solve or react to the difficulties that arise.

2.2. Emotional Intelligence. Leadership and organizational climate.

Considering what has been described in relation to Emotional Intelligence, following on from Daniel Goleman, it is clear that leadership through EI has a decisive impact in generating a work climate conducive to encouraging employees to give of themselves as much as they can. This has a direct impact on performance.

McClelland (1998) considered a similar relationship between leadership through Emotional Intelligence and improved business performance. By studying the managers of a beverage and grocery multinational, those with strong emotional competencies improved revenue targets by between 15 and 20 percent. Those who had a low mastery of emotional competencies achieved the goal but with a performance lower than the cited percentage (Goleman, 1998).

The connection point between a leader with good learning of emotional competences and the performance of the enterprise mass/workgroup is the working climate provided by the leader/director.

The climate represents the context or the "environment", as it is called in a way, where people develop to carry out their work. It has a direct influence on strengthening or encouraging the capacities of the people included in it. But this climate must be maintained, and in order to understand how, we enumerate the following indicators: communication, degree of adaptability of employees, innovative capacity and sense of responsibility.

The style of leadership directly influences the behaviour of the organisation, this occurs in most markets and sectors. A study was carried out with 42 schools in England which concluded that leadership style improved academic outcomes through the impact of the school climate. With a principal exercising emotionally intelligent leadership, demonstrating varied emotional competences, he achieved the most optimistic, close, positive attitudes of the teachers towards the students, which resulted in better results.

In contrast, a principal exercising a "harder" leadership, using few emotional competencies, the teaching staff did not maintain this positive attitude towards the students, on the contrary, they maintained a demoralising tendency, which resulted in worse results (Hay/McBer, 2000).

These leaders not only provided a suitable climate for the attainment of achievements but also maintained this relationship with the teaching staff, thus being able to know their perceptions regarding the working climate or teamwork.

Related to the style of leadership carried out by the empathetic and comprehensive director also affects the relationship between student and teacher. Lees and Barnard (1999) carried out their study on classroom climate, which concluded that teachers who knew their pupils emotionally, that is to say, they knew and understood what students feel, had a greater ability to provide a learning environment that is conducive to learning for pupils, offering them better support to improve pupils' academic performance.

The faculty who had the good weather provided by their principal had a greater ability to replicate that climate in their classrooms.

Six types of business climate are identified based on an emotionally intelligent leadership style. The first four, visionary, affirmative, democratic and orientative have a positive impact, while the other two, coercive and setting the tone, have a negative impact on the climate.

They are developed in Figure 2: LEADERSHIP STYLE, EI AND ORGANIZATIONAL EFFECTIVENESS

What is obvious is that many other factors influence organizational behavior, but also relevant is the relationship between emotionally intelligent leadership, the climate capable of providing and the performance that is generated.

In terms of data, according to those collected by Hay/McBer, of whom we have already spoken, the climate can represent 20 or 30 percent of the yield obtained when working in the (Goleman 2000b).

Figure 2: LEADERSHIP STYLE, EI AND ORGANIZATIONAL EFFECTIVENESS

Leadership Style	Competences in IE	Impact on climate	Objective	Objective When appropriate
Visionary / Authoritative	Self-confidence, empathy, catalyzing change, leadership, motivation for achievement	Hugely positive	Mobilize others to follow a vision	When changes require a new vision, or when a clear direction is needed
Affiliative	Empathy, bonding, conflict resolution	Very positive	Create harmony	To close wounds in a team, or to motivate during stressful times
Democratic	Teamwork and collaboration, communication	Very positive	Creating commitment through participation	To achieve participation or consensus, or to obtain valuable input from employees
Coaching	Developing others, empathy, emotional self-awareness	Very positive	Building strength for the future	To help an employee improve performance, or develop long-term strengths
Commanding	Motivation for achievement, initiative, emotional self-control	Highly negative	Immediate compliance	In a crisis, to start a turn, or with problematic employees
Pacesetting	Meticulousness, achievement motivation, initiative	Very negative	Execute tasks at a very high level	For fast results from a highly motivated and competent team

SOURCE: The Emotionally Intelligence Workplace. Cary Cherniss y Daniel Goleman, 2001

3. MOTIVATION

In order to detail the antecedents of the Motivation, it is necessary to go back to the beginning of the XVIII century, where the workshops of artisan work maintained a tendency to disappear for the beginnings of the industrialization. This led to an unfavourable working environment for relations, lower productivity and, consequently, demotivation. The point of balance between worker and employer had to be achieved.

The International Labour Organization (ILO), created in 1920, determined that the welfare of workers was an important aspect and legislated on working conditions and it was from the middle of the century when theories were developed relating worker satisfaction based on performance.

Beginning with the humanist psychologist Abraham Maslow, with his Theory of the Hierarchy of Needs (1954), classified as a theory of content, as well as Herzberg's Bifactorial Theory (1959). Also Theory X and Y (McGregor, 1960) and Theory of Learned Needs (McClelland, 1961).

Classified as process theories, they will follow the Theory of Expectations (Vroom, 1964) and the Theory of Equity (Adams, 1968). The content theories were the first chronologically speaking, which carry out their study from a point of view of which factors or elements motivate people, instead, the process theories focus on how the process by which people are motivated occurs.

To define work motivation, "It is a set of forces that originate within and beyond the individual being to initiate work-related behavior and to determine its form, direction, intensity, and duration" (Pinder, 1998).

We can also define it as the predisposition that directs our behavior towards the attainment of a desired objective, in itself, we can distinguish three fundamental dimensions in what would be the work motivation, which are: the direction, where we are going, in which things are we going to dedicate our efforts, our time. The intensity, how much energy we are going to devote to achieving what we want, and finally the persistence or duration, how long this dedication is going to be maintained over time.

Over the years, a multitude of theories have been developed looking for the motivational master key. Most of these theories try to develop what elements or factors affect the way we behave, both the effort we can devote to performing a task and the time we spend striving to perform it.

Before giving way to detailing some theoretical perspectives, it is necessary to describe in a theoretical way the motivational cycle, which begins with stimulus or incentives that lead to the person's desire to reach them.

This person is motivated when through this incentive or stimulus is forced to devote energy and time through their behavior to achieve the desire. And as a consequence of the satisfaction of desire, the feeling of well-being is born.

Based on the theoretical context presented in the previous sections, we group some of the theories about work motivation according to their level of maturity, that is, starting with the pleasures for the results of the work, followed by self-regulation and finally self-expression of the individual.

As we will see below, a relationship can be observed with Goleman's map of competencies described in the previous section, starting from understanding oneself and others to self-management and relational management.

But first, we will consider the next classification of the types of motivation, which is: extrinsic motivation, intrinsic motivation, transitive motivation and transcendent motivation.

3.1. Types of motivation.

Having a motivated workforce has a strong impact on the achievement of goals and objectives to achieve success. There is clear evidence that there are factors that influence how people behave, being the motivation of each one different, that moves them to act in one way or another.

These factors will be detailed in the section of the theories of work motivation, but first, it is necessary to define the types of motivation, which are: extrinsic motivation, intrinsic motivation, transitive motivation and transcendent motivation.

- Extrinsic motivation.

It is a motivation directly related to what the person expects to get doing their job on behalf of the company, such as salary. People who move under this motivation try to seek stability in their employment and mere material well-being.

Depending on the case, this type of motivation can damage the productivity generated by the person, who considers work as a burden and will try to work as little as possible.

- Intrinsic motivation.

It's the kind of motivation that comes directly from the job itself. It is of greater emotional maturity than the extrinsic one, since when a person works under this type of motivation he feels his work as the means where to bring out his better abilities, where to learn constantly and to give the best of himself.

Key factors such as leadership style, organizational culture and vision, organizational climate, recognition, among others, are key to fostering this type of motivation.

- Transitive motivation.

It is the type of motivation that moves the person to work and as a result, can help or contribute to others.

It is an important type of motivation since it is key in the circulation of motivations, colleagues motivated in an extrinsic way are satisfied thanks to the result of the work done based on the transitive motivation of the person in question.

Transcendent motivation.

Directly related to the motivational factor of leadership. It is the type of motivation that is given in the person/leader able to guide the rest, to motivate them, to know them in order to know which factor affects each person the most.

The basis of this type of motivation, the transcendent one is to satisfy the need to belong to something important, to be considered by a group or by your work environment. Seeking the interest of the group, rejecting selfish thoughts.

3.2. Main theories.

3.2.1. Theory of needs.

In 1961, **McClelland** expounded this theory, explaining that people have certain needs that we have acquired during our lives and that have been molded.

McClelland conducted his research by studying different executives and senior executives of companies. Making comparisons with organizations in low-industrialized countries.

Based on his results, he was able to identify three motivating elements: achievement, power and affiliation. According to him, we all need to satisfy these needs of greater or lesser form regardless of the characteristics of each one. In this way, depending on the size of the need, the way in which each person is motivated varies.

Need for achievement or accomplishment: this type of people prefer to avoid situations with very high or low risks. Your preference is recognition by achieving goals not other types of rewards.

In fact, if the recognition or achievement they get has been too "easy", taking a low risk, they don't consider it a success. On the opposite side if they achieve success by assuming a high risk they think it is the result of chance or chance.

For these behaviors they tend to choose situations in which they have responsibility and can calculate the risk assumed, obtaining constant feedback to see progress.

Need for power: these are people who need to direct others, control their actions/behaviors. They even tend to prefer situations of a competitive context in order to have the option of influencing the rest. They consider the status or hierarchical position in the company to be important.

Need for affiliation: this type of people seek to feel fulfilled through relationships, remain in a context of collaborative work with others, being able to improve performance through feedback that is generated with such links and relationships.

Based on McClelland's theory that we have just described, it allows companies to recognize the different motivational tendencies of their workers, thus being able to treat each one in a different way, to cover the specific needs based on the desires or objectives of each employee, managing to motivate them.

3.2.2. Theory of equity.

John Stacey Adams (1968) formulated his theory of equity based on motivation at work. It states that people compare their achievements or rewards acquired in their work with the rest of their peers, evaluating whether or not they are fair.

If the same reward is received as the rest, the feeling of satisfaction arises, that is to say, the person is motivated to continue advancing, on the other hand, in certain situations, the effort required by a certain goal is greater than that performed by the rest, resulting in demotivation.

In this way, people are motivated to perceive that what they have received for the effort they have made is fair. The search for the point of equilibrium helps to favour the maintenance of the employee - company relationship, making it as healthy and productive as possible.

3.2.3. Bifactorial theory.

Frederick Irving Herzberg developed his theory of two factors in 1959, which he carried out on the basis of an external perspective, that is to say, he distinguished two main factors that directly influence people, which are: hygiene factors and motivation factors.

Relating to the factors of hygiene, they are directly related to the pyramid of needs of Maslow (1954) since they take into account to cover physical needs and of social character, we can differentiate:

- Economic factors, such as salary.
- Working conditions, proper environment such as good lighting and proper temperature.
- Security, as ways to proceed in certain situations provided by the company, fair rules.
- Social factors, opportunity to build relationships and interact with other co-workers

On the factors of motivation, they refer to more abstract aspects, as they are the self-realization, among them, we differentiate:

- Stimulating work.
- Feeling of self-fulfillment, knowing what is being contributed to achieve a goal or objective of value to the organization.
- Recognition, feeling valued and recognized for having done an important task.
- Responsibility, the possibility of accessing tasks that allow the person to have greater control over them, as well as the ability to make decisions in this regard.

It should be added that this theory is of reference, that is, depending on each company or organization and their contexts, their situation in the market, the people and work teams that form them, etc ...

3.2.4. Theory of expectation.

Victor H. Vroom put forward his theory in 1964, in which he described that people tend to behave in one way or another depending on two factors:

1. The conviction that the efforts to be made will achieve the result.
2. Do we like the reward?

The first factor clearly evidences that the person will strive, behave and act to achieve the result, assuming that he has the capacity and resources to carry it out. Vroom identifies three variables that give rise to motivation:

Expectations: refers to the person hoping that the effort to be made will give a good result. This relationship depends directly on the capacities or abilities that this person considers that he has to carry out a certain task, and also the perception of how complicated or not it will be to carry out the task in question.

Means: Estimated probability of the relation between the results and a good reward, this relation can have a value from -1 to 1, that is to say, if the person perceives that there is hardly a relation between the reward obtained and the results that he has achieved the value would be 0.

On the other hand, if you perceive the relationship in a positive way, valuing the reward with the result, the value would be 1.

Valence: the value given to the reward achieved based on the efforts of the work, can be of various types, such as internal promotion options, remuneration, holidays, recognition, among others ...

Clearly, each person may want different rewards, as these will affect the degree to which they motivate the person in question differently.

Based on the above → $\text{MOTIVATION FORCE} = \text{EXPECTATIVE} \times \text{MEDIA} \times \text{VALENCE}$

After a few years, Porter and Lawler developed Vroom's theory in 1968, contemplating four assumptions that would be the basis of the motivational model based on expectations.

Determining:

First, people's behaviour is directly affected by the media around them, their environment and their workplace.

Second, the decisions that are made are based on the effort devoted to behaving in a certain way.

Third, each person has different desires or goals.

Fourth, each one chooses for his own (being conscious) how to behave or to act before the situations that are presented to him.

3.2.5. Theory X and Y.

In 1960 **Douglas McGregor** exposed two perspectives through his work "The Human Side Of Enterprise". It presents two models, two types of attitudes, Theory X and Theory Y.

Each one of them includes different factors related to the management of people in a work context. In those years, McGregor was very critical with the "Taylorism", based mainly by the clear hierarchization, planning - execution, charging the corresponding to what was produced, mechanized tasks with a single motivational factor, the salary.

In Taylor's model, in the long run, employees tend to avoid work, have little responsibility and create an aversion to it, in addition by controlling the ratio x production, x wage prevents a "relaxed" production of workers.

In contrast to the above, McGregor develops Theory Y, defining the employee as capable of self-direction, accepting his position and the responsibility that comes with it, as well as controlling himself and not feeling that the work is unpleasant.

Theory X. Equivalent to the "Taylorism" format.

- Rejection of responsibilities and search for safety, the employee likes the job very little, is not attractive and is avoided as much as possible.
- The salary as the only ambition, the only motivational factor of the job.
- They do not have self-control or discipline, which is why this task is carried out by the company through exhaustive production controls, punishments or salary reductions in the event of not reaching the objective, among others.
- They do not feel motivated to reach the goals proposed by the company.
- They are looking for security, few changes and stable jobs.
- Behaviors and behaviors controlled by the company.

Theory Y. As an alternative.

- The concept of work is conceived as normal, that is, there is no rejection towards it, it is considered as leisure or rest, which can obtain satisfaction at work.
- People perform self-control, striving to achieve goals.
- Normally they accept or seek responsibility, based on their abilities if it is rejected it is because they are not able to perform in that position.
- Creativity or the capacity to innovate are these people's capacities, being able to provide solutions to certain unforeseen events that may arise in the company.

The author indicates that we all have these capabilities (responsibility, creativity, leadership, self-control), that those in charge of developing them is the company, the

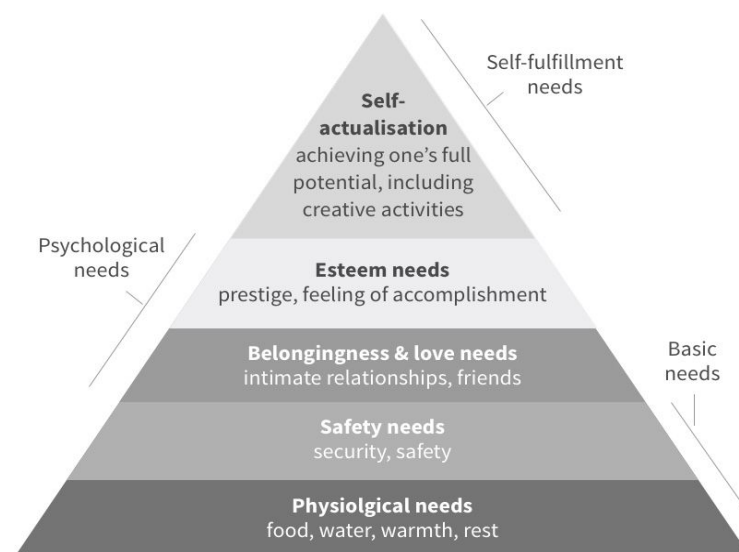
management through its management, its strategy, its leadership has to offer those conditions where these factors are developed in each worker.

3.2.6. Theory of the hierarchy of needs.

With the publication of the work "A theory of human motivation" in 1943, Abraham Maslow, one of the exponents in the field of psychology, describes his theory of human motivation, which over time has become one of the best-known theories in the field of work motivation.

It is based on the fact that we all have a series of needs which have an order of priority. According to the author, the way in which we act or behave is given by a motivation that focuses on the objective of satisfying a certain need, ordered on the basis of its impact on our well-being.

Figure 3: MASLOW'S PYRAMID



SOURCE: Own elaboration.

Concerning the pyramid, the order of priority is ascending, we can locate the needs of greater urgency in the lower part as the physiological ones, those necessary to survive. And those that are located at the top have less urgency are those related to self-realization.

Understanding that as the person meets their needs they find their new goals at the next level to satisfy themselves.

- Physiological needs.

The person considers them as priorities, we talk about survival, that is, eating, drinking, breathing, maintaining intimate relationships, and the concept of homeostasis. The dedication of our organism to remain stable and to propitiate a lasting life.

- Safety needs.

The person tries to seek a state of security and order, that is to say, to have a stable job, resources to be able to dispose of, to have good health.

It is directly related to the fear of "losing everything" and the fear of the unknown.

- Belongingness and love needs.

In direct relation with social needs, starting from the satisfaction of the first two levels, we focus on relationships, in the social context.

We find the need to communicate with others, to create bonds and friendships, to give and receive affection for and from others.

- Esteem needs.

People need recognition, one way to satisfy this level of needs is self-esteem, but it groups the feeling of being loved by the rest, which brings an important value for others, highlight.

- Self - actualization.

Also called self-fulfillment, would be the most difficult needs to meet, it is about wanting to reach our maximum. It deals with abstract and difficult to measure aspects such as morality, creativity, spiritual development, finding the meaning of life.

It should be noted on this model of Maslow's theory of needs, that although it is primordial in the field of psychology contributing to the development of other concepts such as the "common good", it has also been criticized by other theories and publications for the abstract of achieving "self-realization".

There are those who argue that the needs of the last level are important, regardless of whether other more basic needs have been met.

4. EMOTIONAL INTELLIGENCE AND MOTIVATION.

In 1983, neuropsychologist Howard Gardner defined his theory of Multiple Intelligences, in which he expands what is known about the definition of intelligence by adding the ability of people to learn and manage day-to-day situations.

One of the types of intelligence that Gardner defined in his study is intrapersonal intelligence, that is, a person's ability to know himself, as well as to self-regulate and direct himself. Including the ability to self-motivate.

These capacities are unique for each one of us, self-motivation can be defined as an emotional ability/competence evidenced in the capacity of each one to find our internal energy sufficient to behave and act in the way proposed (Goleman, 1995).

Goleman (1995), in his publication, states based on a study of hundreds of companies through consultants and analysts, that "the intellectual coefficient is below Emotional Intelligence, in order to achieve an outstanding job performance". Concluding that no conduct is not preceded by emotion, and the ability to manage these emotions enhances the achievement of success.

According to the revised motivation theories, Maslow relates motivation to the satisfaction of needs, saying that once covered, motivation disappears.

What generates motivation is emotional, that is, based on passions or feelings. A leader with a high level at EI understands and knows his employees, understanding their passions as well as what situations they do not like. This aspect is key to knowing which motivational factors relate positively or negatively to each other.

Taking into account the revised theoretical context on Emotional Intelligence, Goleman (2001) highlights four major groups in EI, self-awareness, social awareness, self-management and relational management.

Focusing on oneself, emotional knowledge directly affects people's lives. Being able to recognize and interpret one's emotions helps to avoid work climates that are

detrimental to work, as well as to maintain a climate that is conducive to our emotional and work development.

In this way, the relationship between the leadership style exercised by managers and its impact on work motivation is evident. Authors such as Druskat (1995) or Bass (1997) carried out their studies to empirically validate how Transformational Leadership has a positive impact on intrinsic motivation. In this way, they also stressed the importance of each person's self-knowledge (EI) to achieve the type of motivation cited.

It should be pointed out the evidence that a person with emotional competences can improve their own motivation in a simpler or less expensive way than someone who is not emotionally intelligent. According to the author Pekrun (1992), under a school context, he assumes that emotions influence in a relevant way the motivation of students, thus affecting their performance and learning.

In his study, he reports both, positive and negative effects of emotions and how these influence motivation, whether intrinsic or extrinsic.

The intrinsic, which carries a higher emotional level, when people express a positive emotion, unrelated to the task at hand, it can have a positive impact on motivation. On the other hand, those who express negative emotions before a task, such as sadness, anxiety, anger, will reduce the satisfaction of carrying it out, even tending to avoid carrying it out. (Pekrun, 1992).

Goleman (2001) concludes that the people who achieve success is not only because they have a higher IQ compared to the rest, but that emotional intelligence plays an important role in achieving success. Zaccagnini (2004) affirms that what delimits success is affective, saying that "emotions play a conditioning role in improving our behaviour". He mentions that through the correct regulation of the emotions that may arise to us negative effects can be prevented, as we have already commented, this affirmation implies perceiving, recognizing, interpreting, expressing and managing emotions in the most positive way. This emotional self-regulation plays a crucial role in self-motivation.

Concerning the relational section based on the map mentioned above of competences, it directly affects the management of relations and social awareness. By learning emotional skills such as empathy, it makes it easier for people to understand how

others feel, also through the good use of communication and the establishment of links, to manage the information acquired based on the capacity for empathy.

So it is evident a context of management of groups, of relationships. Based on the fact that "work group" have been developing emotionally (from self-management), they are teams with a certain difficulty for their management, and it is where the leaders intervene, as we have already described, through a transformational style, empathic, from the confidence, from the perspective of the theory and motivational of McGregor (1960).

George, M. J. (2000), defends that management must be able to guide the group so that they do not fall into a bad tension and conflicts arrive, which will arrive. But there are also postures to see these different conflict situations, that is, before the existence of stress, for example, this can also be positive, prompting the group to reorganize and focus on the effort not to fall into those situations in the day to day.

On the other hand, a highly motivated employee can reach the opposite situation to the one explained above where the leader is the one who takes the initiative in transmitting motivation to his employees, thanks to his communication skills, managing the relationship with the work team.

Defining that the employee is the one who goes to the manager in search of greater demand on his part, since in this way they can determine their progress, as well as their points of improvement for the proper performance of their work, and the team.

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5. DISCUSSION AND CONCLUSION.

Through this work, a review of certain theories and contributions of relevant authors in the study of Emotional Intelligence and Motivation under a work context is developed, with the aim of determining points of enrichment between both concepts.

Clearly, defining a business strategy appropriate to the human capital that makes up the company is fundamental to achieving the goals/objectives set. Above all, if this strategy increases employee motivation.

The achievement of this work motivation corresponds on the one hand to the managers, to the leader who directs the work team and also corresponds to the human capital itself, to the worker himself. This context implies the leadership style exercised by these leaders, which is directly related to the amount of emotional competences they possess, as well as the learning capacity of people to learn the described competences (Daniel Goleman, 1995 / 2001).

The style of leadership transmitted by an empathetic and comprehensive leader is transformational, that is to say, that which groups together styles such as visionary, affiliative, democratic and orientative. Styles detailed in Figure 2: Leadership Style, EI and organizational Effectiveness (Daniel Goleman, 2001).

This transformational leadership is related to the emotional competences, those that more competences possess, and more varied, that is to say, as much of self as of social character, they manage to know their workers and to develop emotionally (Emotional Competences Map, Daniel Goleman, 2001.).

In turn, Hay McBer in his study Research into Teacher Effectiveness. A Model of Teacher Effectiveness, (2000). Under an educational setting, he concluded that leadership style had a positive impact on academic results, being the leaders

generating a favorable school climate, as well as demonstrating emotional competencies to maintain a positive attitude, close and learning with students. (Lees and Barnard, 1999); (Hay McBer, 2000).

Similarly, Jennifer M. George through her publication *Emotions and leadership: The role of emotional intelligence*. (2000). Affirming that leaders with a high level in IE are able to motivate their team and improve their performance. This allows the leader to know their workers, not only how they work, but how they feel, what concerns they have and be able to manage this information.

As a point of union between both areas (EI and Motivation) is the working environment, which is provided by leaders to meet basic needs (first and second level) and physiological needs (third and fourth level) based on the theory of Maslow's Hierarchy of Needs (1943).

Related to McClelland's theory of needs (1961). The work environment is the base that favors the maintenance of relationships, as well as that the people who work in it feel fulfilled through an environment of collaboration and learning through co-workers and leaders. Allowing the organization to determine which motivational factors influence each one in order to cover the needs detected in the employees. Needs for affiliation, achievement and power (McClelland, 1961).

During the development of this theoretical review, the positive relationship between emotion management and work motivation is shown. The possession of emotional competencies enhances the quality of relationships, how we communicate, collaboration and learning through the management of these relationships based on the emotional terrain.

In this context, it directly influences behavior, which is given by the factor or factors of motivation of each. For this reason, it is essential that the company establishes values in its organizational culture that are based on trust, interpersonal support, respect and equity.

Based on a propitious climate where an open and honest internal communication is favoured. McGregor compiles it in his work *The Human Side Of Enterprise* through the development of the Y theory. As an alternative to traditional models such as "Taylorism" which implied little responsibility, high hierarchization, mechanization of tasks, communication in a single sense among others. Resulting in aversion and demotivation to work (McGregor, 1960).

As a consequence, the benefits for the organization of having motivated human capital thanks to a leadership style based on the management of emotional competencies are that there is a commitment on the part of the employees, the existence of real interest in work performance, greater productivity and better results in terms of quality. It also increases the innovative capacity as well as the resolution of problems or conflicts by providing various alternatives for their solution. (Salovey y Mayer, 1990).

Through the analysis of the literature reviewed for this work, using the tool described QDA miner, we can see that given the abstract nature of the chosen fields of study, the emotional, psychological terrain, today there is no method or model validated with the key to know what extent EI is implemented in companies or other contexts.

Therefore, taking into account the conclusions, performance is favoured by a positive relationship between the possession of emotional competences and leadership capacity. A new research trend is observed to determine the way workers can be trained to acquire these competences.

It should be added that the concepts of Emotional Intelligence and Work Motivation that are developed in this study are very broad aspects, which involve other fields such as communication, attitudes or health in the organization that affect the improvement of both learning emotional skills and achieving motivation.

Faced with the present changing working environment, in general terms this "boss" controller, subject, competitive tends to disappear, for one with skills of collaboration, teamwork, self-management. EI has become a very important factor in relationship management.

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